

**GRADUATE SEMINAR IN PERSUASION
602**

**INSTRUCTOR: Sheila T. Murphy
Fall 2014**

OFFICE:

Location: 201 Kerkoff and 533 Institute for Information Sciences 4676 Admiralty Way, Marina del Rey
Hours: Monday 10:00 - 12:00 at Kerckhoff or at 533 ISI as scheduled
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Course Description: The primary goal of this course is to familiarize students with both classical and current theories of attitude formation and change.

REQUIRED TEXTS:

Dillard, J. P. & Shen, L. (2012). *The Persuasion Handbook: Developments in Theory and Practice*. Thousand Oaks, Sage Publishers.

Cialdini, R. B. (2008) *Influence: Science and Practice*. (5th edition) Prentice Hall.

Recommended:

Berger, C. R., Roloff, M. E. & Roskos-Ewoldsen, D. R. (2010). *The Handbook of Communication Science, Second Edition*. Thousand Oaks, CA: Sage.

Course Requirements:

- 1. Attendance** --- As we only meet once a week attendance is crucial. Everyone is allowed one unexplained absence per term. However, if you are absent more than once you must make an appointment to see me or risk losing credit for the course.
- 2. Participation** --- The quality of a graduate seminar is heavily dependent on the active participation of those involved. It is imperative that you come to class having completed the assigned reading and prepared to discuss the topic.
- 3. Weekly assignments.** In order to facilitate participation, most weeks you will be asked to complete a 2-3 page assignment. Each of 10 written assignments will be worth 3% for a total of **30%**. Students should come to class prepared to present and discuss his or her assignment.
- 4. Midterm paper** —You will prepare an original research proposal (complete with a review of the relevant literature) that demonstrates your mastery of one or more topics covered in the first half of the class. Individual topics will be negotiated with the instructor. **30%**
- 5. Final paper** — Again, you will prepare a second original research proposal on a topic of your own choosing from the second half of the class **40%**

Assignments:

All assignments are to be typed (double-spaced) in 12pt Times New Roman or Century Schoolbook font, with 1 inch margins on all sides of the page (no right justification). You should adhere to American Psychological Association (APA) format throughout.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of*

Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Week 1: (8/25) COGNITIVE INFLUENCES

From Dillard & Shen (2012)

Hogan, J. M. (2012). Persuasion in the Rhetorical Tradition. In *The Sage Handbook of Persuasion* (Chapter 1). Thousand Oaks, CA: Sage.

Rhodes, N. & Ewoldsen, D. R. (2012). Outcomes of Persuasion: Behavioral, Cognitive, and Social. In *The Sage Handbook of Persuasion* (Chapter 4). Thousand Oaks, CA: Sage.

Miller, G. R. (2012). On Being Persuaded: Some Basic Distinctions. In *The Sage Handbook of Persuasion* (Chapter 5). Thousand Oaks, CA: Sage.

From Berger, Roloff, & Roskos-Ewoldsen (2010)

Dillard, J. P. (2010). Persuasion. In *The Handbook of Communication Science* (Chapter 12). Thousand Oaks, CA: Sage.

Roskos-Ewoldsen, D. R. & Roskos-Ewoldsen, B. (2010). Message Processing. In *The Handbook of Communication Science* (Chapter 8). Thousand Oaks, CA: Sage.

A. Heuristics and Bias

Tversky, A. and Kahneman, C. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-113.

Meyer K, Damasio A. (2009). Convergence and divergence in a neural architecture for recognition and memory. *Trends in Neuroscience*. Jul;32(7):376-82.

B. Schemata

Falk, E.B., Morelli, S.A., Welbourn, B.L., Dambacher, K. & Lieberman, M.D. (2013). Creating buzz: The neural correlates of effective message propagation. *Psychological Science*, 24(7), 1234-1242.

Fiske, S. & Taylor, S. (1991). "Social Categories and Schema" from *Social Cognition*, pp. 97-141.

C. Stereotyping

Seiter, E. (1986). Stereotypes and the media: A re-evaluation. *Journal of Communication*, 36(2) 14-26.

Further reading:

Chapters 1-5 of R. Nisbett and L. Ross *Human Inference*.

Hamilton, D. and Trier, T. (1986). Stereotypes and Stereotyping: An overview of the cognitive approach. In J. Dovidio and S. Gaertner, *Prejudice, Discrimination and Racism*. pp. 127-133.

Week 2: (9/1) Labor Day NO CLASS

Week 3: (9/8) AFFECT

A. The Structure of Affect

From Dillard & Shen (2012)

Dillard, J. P. & Seo, K. (2012). Affect and Persuasion. In *The Sage Handbook of Persuasion* (Chapter 10). Thousand Oaks, CA: Sage.

Further Reading:

Le Doux, J. (2003). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster.

Damasio, A. (2003). *Looking for Spinoza: Joy, Sorrow and the Feeling Brain*. New York: Harcourt.

B. The Primacy of Affect

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

C. Consistency Theories (Balance, Dissonance, etc.)

From Dillard & Shen (2012)

Fink, E.L. & Cai, D. (2012). Discrepancy Models of Belief Change. In *The Sage Handbook of Persuasion* (Chapter 6). Thousand Oaks, CA: Sage.

Carpenter, C., Boster, F.J., & Andrews, K.R. (2012). Functional Attitude Theory. In *The Sage Handbook of Persuasion* (Chapter 7). Thousand Oaks, CA: Sage.

Yzer, M. (2012). Reasoned Action Theory. In *The Sage Handbook of Persuasion* (Chapter 8). Thousand Oaks, CA: Sage.

Chapter 3 of Cialdini

D. Factors that Influence Liking

Chapter 5 and 7 of Cialdini

Further Reading:

Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Evanston: Row and Peterson.

Schacter, S. and Singer, J. E. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*, 379-399.

Newcomb, T. (1968). Interpersonal balance. In *Theories of Cognitive Consistency*. Chicago: Rand McNally.

Week 4: (9/15) EMOTION

A. Affect versus Discrete Emotions

Nabi, R. (2002). Discrete Emotions and Persuasion. In Dillard, J. P. & Pfau, M. W. (eds.) *The Persuasion Handbook*. Thousand Oaks, CA: Sage.

Murphy, S. T. (2001). The nonconscious discrimination of emotion: Evidence for a theoretical distinction between affect and emotion, *Psychological Bulletin*, 1-23.

B. Fear Appeals

From Dillard & Shen (2012)

Mongeau, P. A. (2012). Fear Appeals. In *The Sage Handbook of Persuasion* (Chapter 12). Thousand Oaks, CA: Sage.

Further readings:

Witte, K., Meyer, G., Martell, D. (2001). History of Health Risk Messages: Fear Appeal Theories from 1953 to 1991, Chapter 2 of *Effective Health Risk Messages: A step by step guide*. Thousand Oaks, Sage Publications.

Muthusamy, N., Levine, T. R., Weber, R. (2009). Scaring the already scared: some problems with HIV/AIDS fear appeals in Namibia. *Journal of Communication*, 59, 317-344.

C. Guilt

O'Keefe, D. J. (2002). Guilt as a Mechanism of Persuasion. In Dillard, J. P. & Pfau, M. W. (eds.) *The Persuasion Handbook*. Thousand Oaks, CA: Sage.

Week 5: (9/22) MESSAGE FACTORS

From Dillard & Shen (2012)

Shen, L. & Bigsby, E. (2012). The Effect of Message Features: Content, Structure and Style. In *The Sage Handbook of Persuasion* (Chapter 2). Thousand Oaks, CA: Sage.

A. The Elaboration Likelihood Model

Petty, R. E. & Brinol, P. (2014). The elaboration likelihood and Metacognitive Models of attitudes. *Dual-Process Theories of the Social Mind*, 172.

Wagner, B. C. & Petty, R. E. (2011). The elaboration likelihood model of persuasion: Thoughtful and non-thoughtful social influence. *Theories in Social Psychology*. Oxford: Wiley-Blackwell.

From Dillard & Shen (2012)

O'Keefe, D. J. (2012). The Elaboration Likelihood Model. In *The Sage Handbook of Persuasion* (Chapter 9). Thousand Oaks, CA: Sage.

Further reading:

Petty, R. E. & Wegener, D. T. (1999). The Elaboration Likelihood: Current Status and Controversies. In S. Chaiken and Y. Trope (Eds.), *Dual process theories in social psychology*, New York: Guilford Press.

Petty, R. E., Priester, J. R., & Brinol, P. (2002). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. *Media effects: Advances in theory and research*, 2, 155-198.

B. Systematic versus Heuristic Processing.

Todorov, A., Chaiken, S. & Henderson, M. D. (2002). The Heuristic-Systematic Model of Social Information Processing, In Dillard, J. P. & Pfau, M. W. (eds.) *The Persuasion Handbook*. Thousand Oaks, CA: Sage.

Further reading:

Chaiken, S. (1980). Heuristic vs. systemic information processing and the use of source vs. message cues in persuasion. *Journal of Personality and Social Psychology*, 39, 752-766.

Petty, R. E. & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, 19, New York: Academic Press.

Week 6: (9/29) MESSAGE FACTORS CONTINUED

A. Agenda Setting

Scheufele, D.A. and Tewksbury, D. (2007). Framing, Agenda-Setting and Priming: The evolution of three media effects models. *Journal of Communication*, 57(1), 9-20.

B. Framing

Salovey, P., Schneider, T. R., Apanovitch, A. M. (2002). Message Framing in the Prevention and Early Detection of Illness. In Dillard, J. P. & Pfau, M. W. (eds.) *The Persuasion Handbook*. Thousand Oaks, CA: Sage.

Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.

Daniel J. O'Keefe and Jensen, J. D. (2009). *The Relative Persuasiveness of Gain-Framed and Loss-Framed Messages for Encouraging Disease Detection Behaviors: A Meta-Analytic Review* (p 296-316)

C. Priming

Power, G., Murphy, S. T. & Coover, G. (1996). Priming prejudice: How stereotypes and counter-stereotypes influence attribution of responsibility and credibility among ingroups and outgroups. *Human Communication Research*, 23(1), 36-58.

Further Reading:

- Ball-Rokeach, Rokeach and Grube (1984). *The Great American Values Test: Influencing belief and behavior through TV*.
- Berscheid, E. (1966). *Opinion change and communicator-communicatee similarity and dissimilarity*. *Journal of Personality and Social Psychology*, 4, 670-680.
- Berkowitz, L. and Rogers, K. H. (1986). A priming effect analysis of media influences. In J. Bryant and D. Zillman (Eds.) *Perspectives on media effects*, pp. 57-81. Hillsdale, NJ: Erlbaum, Inc.
- Chaiken, S., and Eagley, A. H. (1976). Communication modality as a determinant of message persuasiveness and comprehensibility. *Journal of Personality and Social Psychology*, 34, 605-614.
- Gamson, S. and Modigliani, A. (1987). The changing culture of affirmative action. In *Research in Political Sociology*, 3, 137-177.
- Gould, M. S., and Schaffer, D. (1986). The impact of suicide in T.V. movies: Evidence and imitation. *New England Journal of Medicine*, 315, 690-694.
- Iyengar, S. and Kinder, D. R. (1987). *News That Matters*. Chicago: University of Chicago Press.
- Kinder, D. R. and Sears, D. O. (1985). Public opinion and political behavior. *Handbook of Social Psychology*. New York: Random House.
- Klapper, J. (1960). *The effects of mass communications*. New York: Free Press.
- Lippmann, W. (1922). *Public Opinion*. New York: MacMillan.
- Lippmann, W. (1925). *The Phantom Public*. New York: MacMillan.
- McCombs, M.E., Shaw, D. L. (1993). The Evolution of Agenda-Setting Research: Twenty-Five Years in the Marketplace of Ideas. *Journal of Communication*, 43(2), 58-67.
- McCombs, M.E., Shaw, D. L. (1972). The agenda-setting function of the mass media. *Public Opinion Quarterly*, 36(2), 176-187.
- Mullen, B. et al. (1986). Newscasters' facial expressions and voting behavior of viewers: Can a smile elect a president? *Journal of Personality and Social Psychology*, 51, 291-295.
- Patterson, T. and McClure, R. (1976). *The unseeing eye: The myth of television power in national elections*. New York: G. P. Putnam.
- Phillips, D. (1980). Airplane accidents, murder and the mass media. *Social Forces*, 54, 1001-1024.
- Phillips, D. (1983). The impact of mass media violence on U.S. homicides. *American Sociological Review*, 48, 560-568.
- Roeh, I., Katz, E., Cohen, A., and Zeliger, B. (1989). *Almost Midnight*. Beverly Hills: Sage Publications.
- Rogers, E. (1988). Agenda-setting research: Where has it been? Where is it going? In James A. Anderson (Ed.) *Communication Yearbook 11*, pp. 555-594. Newbury Park, CA: Sage Publications.
- Katz, E. (1968). On reopening the question of selectivity in exposure to mass communications. In *Theories of Cognitive Consistency*, Chicago: Rand McNally, pp. 788-796.

Week 7: (10/6) Midterm due NO CLASS

Week 8: (10/13) THE IMPACT OF NARRATIVES & ENTERTAINMENT EDUCATION

From Berger, Roloff, & Roskos-Ewoldsen (2010)

Klimmt, C. & Vorderer, P. (2010). Media Entertainment. In *The Handbook of Communication Science* (Chapter 20). Thousand Oaks, CA: Sage.

From Dillard & Shen (2012)

Bilandzic, H. & Busselle, R. (2012). Narrative Persuasion. In *The Sage Handbook of Persuasion* (Chapter 13). Thousand Oaks, CA: Sage.

Atkin, C. K. & Salmon, C. T. (2012). Persuasive Strategies in Health Campaigns. In *The Sage Handbook of Persuasion* (Chapter 17). Thousand Oaks, CA: Sage.

Crano, W. D., Siegel, J. T., & Alvaro, E. M. (2012). The Siren's Call: Mass Media and Drug Prevention. In *The Sage Handbook of Persuasion* (Chapter 18). Thousand Oaks, CA: Sage.

Social Learning Theory, Modelling, and Parasocial Interaction in Entertainment Education.

Bandura chapter in Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (Eds.)(2004). Entertainment-Education and Social Change: History, Research, and Practice. Mahwah, NJ: Lawrence Erlbaum Associates.
Also featuring Bandura's social learning model (You may want to watch from home: Bandura's lecture at the Annenberg School [see link below]). [View Bandura lecture at the Annenberg School for Communication](#) to see Bandura's talk at Annenberg.

Movius L, Cody M, Huang G, Berkowitz M. Motivating Television Viewers to Become Organ Donors. Cases in Public Health Communication & Marketing. 2007 June. Available from: http://www.casesjournal.org/volume1/peer-reviewed/cases_1_08.cfm

Green, M. C., Garst, J. & Brock, T. (2004). The Power of Fiction: Determinants and Boundaries. In L.J. Shrum, (eds), *The Psychology of Entertainment Media*, Lawrence Erlbaum: New Jersey.

EE, Social Change & Social Capital

Singhal, A., Papa, M., Sharma, D., Pant, S., Worrell, T., Muthuswamy, N., Witte, K. (2006). Entertainment Education and Social Change: The Communication Dynamics of Social Capital. Journal of Creative Communications 1:1, 1-18.

Domestic EE

Murphy, S.T., Frank, L.B., Moran, M.B., Woodley, P. (2011). Involved, Transported or Emotional? Determinants of Change in Entertainment Education. *Journal of Communication*.

Slater, M.D., Rouner, D. & Long, M. (2006). Television Dramas and Support for Controversial Public Policies: Effects and Mechanisms. *Journal of Communication*, 56, 235-252.

Slater, M.D. & Rouner, D. (2002). Entertainment-Education and Elaboration Likelihood: Understanding the processing of narrative persuasion. *Communication Theory, May* 12,2, 173-191

International EE

Chatterjee, J. S., Bhanot, A., Frank, L. B., Murphy, S. T., & Power, G. (2009). The importance of interpersonal discussion and self-efficacy in knowledge, attitude, and practice Models. *International Journal of Communication*.

Frank, L. B., Chatterjee, J. S., Chaudhuri, S. T., Lapsansky, C., Bhanot, A., & Murphy, S. T. (2012). Conversation and compliance: role of interpersonal discussion and social norms in public communication campaigns. *Journal of health communication, 17*(9), 1050-1067.

Further Reading:

Singhal, A. & Rogers, E. M. (2002). A Theoretical Agenda for Entertainment-Education, *Communication Theory, 12*(2), 117-135.

Singhal, A., Rao, N. & Pant, S. (2006). Entertainment-Education and Possibilities for Second-Order Social Change. *Journal of Creative Communications, 1*:3.

Green, M. C., Strange, J. J., & Brock, T. C. (2006). *Narrative Impact: Social and Cognitive Foundations*. Lawrence Erlbaum Associates. Mahwah, New Jersey. (Chapters 7,11,12 & 13)

Week 9: (10/20) CHANNEL FACTORS CONTINUED

From Berger, Roloff, & Roskos-Ewoldsen (2010)

Nabi, R. L. & Oliver, M. B. (2010). Mass Media Effects. In *The Handbook of Communication Science* (Chapter 15). Thousand Oaks, CA: Sage.

A. Social Diffusion

David, C., Cappella, J.N., & Fishbein, M. (2006). The Social Diffusion of Influence Among Adolescents: Group Interaction in a Chat Room Environment About Anti-Drug Advertisements. *Communication Theory, 11*:118-140.

B. Interpersonal

From Dillard & Shen (2012)

Andrews, K.R., Boster, F. J. & Carpenter, C. J. (2012). Persuading in the Small Group Context. In *The Sage Handbook of Persuasion* (Chapter 24). Thousand Oaks, CA: Sage.

Chapters 3 and 6 of Cialdini

C. Nonverbal

From Berger, Roloff, & Roskos-Ewoldsen (2010)

Burgoon, J. K., Floyd, K. & Guerro, L. K. (2010) Nonverbal Communication Theories of Interaction Adaptation. In *The Handbook of Communication Science* (Chapter 6). Thousand Oaks, CA: Sage.

Walther, J. R. (2010). Computer-Mediated Communication. In *The Handbook of Communication Science* (Chapter 28). Thousand Oaks, CA: Sage.

E. Intermedia

Schuster, D. V., Valente, T. W., Skara, S. N., Wenten, M. R., Unger, J., B., Cruz, T., & Rohrbach, L. A. (2006). Intermedia Processes in the Adoption of Tobacco Control Activities Among Opinion Leaders in California. *Communication Theory, 16*, 91-117.

Further reading:

Jenkins, H. (2011). Transmedia 202: further reflections. *Confessions of an Aca/Fan*

Jenkins, H. (2013). *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York, NY: NYU Press.

Week 10: (10/27) SOURCE FACTORS

A. Liking, Similarity & Attractiveness

Chapter 2 of Cialdini

B. Credibility

Hong, T. (2005.) The Influence of Structural and Message Features on Web Site Credibility, *Journal of the American Society for Information Science and Technology*.

C. Reference Groups

Newcomb, T. (1958). Attitude development as a function of reference groups: The Bennington Study. In Maccoby, E., Newcomb, T. and Hartley, E. *Readings in Social Psychology, 3rd Edition (MNH)*, pp. 265-275.

D. Gender

Hyde, J. S. (2014). Gender Similarities and Differences. *Annual Review of Psychology*, 65, 373-398.

Buss, D. M. (1995). Psychological Sex Differences: Origins through sexual selection. *American Psychologist*, 50, 164-168.

Eccles, J.S., Jacobs, J.E., & Harold, R.D. (1990). Gender role stereotypes, expectancy effects and parents socialization of gender differences. *Journal of Social Issues*, 46, 183-201.

Further Reading:

Kang, M. (1997). The Portrayal of Women's Images in Magazine Advertisements: Goffman's gender analysis revisited. *Sex Roles*, 37, 11/12, 979-996.

McLaughlin, T.L. & Goulet, N. (1999). Gender Advertisements in Magazines Aimed at African Americans: A comparison to their occurrences in magazines aimed at Caucasians. *Sex Roles*, 40, Psychology Module, 61-71.

Rouner, D., Slater, M.D. & Domenech-Rodriguez, M. (2003). Adolescent Evaluation Gender Role and Sexual Imagery in Television Advertisements. *Journal of Broadcasting & Electronic Media*, 47, 3, 435-453.

Eagly, A. H. (1994). On comparing women and men. *Feminism and Psychology*, 4, 513-522.

Fiske, S. F. & Stevens, L. E. (1993). What's so special about sex? Gender Stereotyping and discrimination. In S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, 174-196.

Lee, T. & Hwang, F. H. (2002). Portrayal of Women In Movie Ads Changes Little From 1963-1993. *Newspaper Research Journal*, 23, 4, 86-90.

Maynard, M.L. & Taylor C.R. (1999). Girlish Images Across Cultures: Analyzing Japanese versus U.S. Seventeen magazine ads. *Journal of Advertising*, V. XXVIII, N. 1.

Odekerken-Schroder, G., Wulf, K.D. & Hofstee, N. (2002). Is gender stereotyping in advertising more prevalent in masculine countries? A cross-national analysis. *International Marketing Review*, V. 19, N. 4, 408-419.

Week 11: (11/3): INDIVIDUAL LEVEL RECIPIENT FACTORS

A. Attitudes as Functional From Dillard & Shen (2012)

Carpenter, C. Boster, F. J., Andrews, K.R. Functional Attitude Theory. In *The Sage Handbook of Persuasion* (Chapter 7). Thousand Oaks, CA: Sage.

B. The Self

- Markus, H. & Sentsis, K. (1982). The Self in Social Information Processing. In J. Suls (Ed.) *Social Psychological Perspectives on the Self*. Hillsdale, NJ: Erlbaum, 1982.
- Coover, G. E. & Murphy, S. T. (1999). The communicated self: Exploring the interaction between self and social context. *Human Communication Research*, 26(1), 125-147.

Further Reading:

Damasio, A. (2010). *Self Comes to Mind: Constructing the Conscious Brain*. New York: Random House.

C. Self-Efficacy

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

D. Individual Recipient Characteristics.

- Bhatnagar, N., Aksoy, L., Malkoc, S. A. (2004). Embedding Brands Within Media Content: The impact of message, media, and consumer characteristics on placement efficacy. In L.J. Shrum, (eds). *The Psychology of Entertainment Media*, Lawrence Erlbaum: New Jersey.

Further Reading:

- Eagly, A. H. (1994). On comparing women and men. *Feminism and Psychology*, 4, 513-522.
- Fiske, S. F. & Stevens, L. E. (1993). What's so special about sex? Gender Stereotyping and discrimination. In S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, 174-196.
- Katz, D. (1958). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 20, 163-204.
- Lepper, M. R., Ross, L and Lau, R. R. (1986). Persistence of inaccurate beliefs about the self: Perseverance effects in the classroom. *Journal of Personality and Social Psychology*, 50, 482-491.
- Pages 613-651 from *Theories of Cognitive Consistency*, Chicago: Rand McNally.
- Hong, T. The Influence of Internet Self-Efficacy and Search Task on Finding Credible Health-Related Information Online, Submitted to Journal of Computer-Mediated Communication
- Synder, M., and De Bono, K. G. (1985). Appeals to image and claims about quality: Understanding the psychology of advertising. *Journal of Personality and Social Psychology*, 49, 586-597.

Week 12: (11/10) NO CLASS

Week 13: (11/17) NO CLASS

Week 14: (11/24) GROUP OR CULTURAL LEVEL RECIPIENT FACTORS

From Berger, Roloff, & Roskos-Ewoldsen (2010)

Young, Y. K. (2010). Intercultural Communication. In *The Handbook of Communication Science* (Chapter 26). Thousand Oaks, CA: Sage.

A. Subjective and Social Norms

- Frank, L. B.*, Chatterjee, J. S.*, Chaudhuri, S., Lapsansky, C.*, Bhanot, A., & **Murphy, S. T.** (2012). Conversation and compliance: Role of interpersonal discussion and social norms in public communication campaigns. *Journal of Health Communication*, 17(9), 1050-1067.
- Yanovitzky, I. & Rimal, R. (2006). Communication and Normative Influence: An Introduction to the Special Issue. *Communication Theory*, 16, 1-6

Smith, S. W., Atkin, C.K., Martell, D. Allen, R., & Hembroff, L. (2006). A social Judgment Theory Approach to Conducting Formative Research in a Social Norms Campaign. *Communication Theory*, 16, 141-152.

Boer, H. & Westhoff, Y. (2006). The Role of Positive and Negative Signaling Communication by Strong and Weak Ties in the Shaping of Safe Sex Subjective Norms of Adolescents in South Africa. *Communication Theory*. 16, 75-90.

Lapinski, M. K. & Rimal, R. N. (2005). An Explication of Social Norms. *Communication Theory*, 15(2), 127-147.

Mollen, S., Rimal, R. N., Lapinski, M. K. (2010). What is normative in health communication research on norms? A review and recommendations for future scholarship. *Health Communication*, 25, 544-547.

Price, V., Nir, L. & Capella, J. N. (2006). Normative and Informational Influences in Online Political Discussions. *Communication Theory*, 16, 47-74.

B. Social Identity

Hogg, M. A. & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. *Communication Theory*, 16, 7-30.

C. Collective efficacy

Sampson, R.J., MacIndoe, H., McAdam, D. & Weffer-Elizondo, S. (2005). Civil society Reconsidered: the durable nature and community structure of collective civic action. *American Journal of Sociology*, V. 111, 3, 673-714.

D. Cross-cultural Influences

Markus, H. and Kitayama, S. (1990). Culture and Self: Implications for cognition, emotion and motivation. *Psychological Review*.

Murphy, S. T. (1998). A mile away and a world apart: The impact of independent and interdependent views of the self on US-Mexican communications. In J. Power and T. Byrd, (Eds.) *Health Care Communication on the US/Mexico Border*. Newbury Park, CA: Sage.

Further reading:

Asch, S. Effects of group pressure upon the modification and distortion of judgments. In Maccoby, E. Newcomb, T., and Hartley, E. *Readings in Social Psychology*, 3rd Edition MNH, pp. 174-183.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

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Week 15: (11/24) THE RELATIONSHIP BETWEEN ATTITUDES AND BEHAVIORS.

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D. Resistance to Change

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Week 16: (12/1) Daphna Oyserman gives Annenberg talk and in class discussion

Week 17: (12/8) Final paper due